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| Grade: 3 social studies |

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| **Strand: AMERICAN HISTORY** |
| Standard 1: Historical Inquiry and Analysis |

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| SS.3.A.1.1 | Analyze primary and secondary sources. |

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| SS.3.A.1.2 | Utilize technology resources to gather information from primary and secondary sources. |

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| SS.3.A.1.3 | Define terms related to the social sciences. |

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| **Strand: GEOGRAPHY** |
| Standard 1: The World in Spatial Terms |

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| SS.3.G.1.1 | Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. |

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| SS.3.G.1.2 | Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) . |

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| SS.3.G.1.3 | Label the continents and oceans on a world map. |

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| SS.3.G.1.4 | Name and identify the purpose of maps (physical, political, elevation, population). |

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| SS.3.G.1.5 | Compare maps and globes to develop an understanding of the concept of distortion. |

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| SS.3.G.1.6 | Use maps to identify different types of scale to measure distances between two places. |

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| Standard 2: Places and Regions | |
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| SS.3.G.2.1 | Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica). |

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| SS.3.G.2.2 | Identify the five regions of the United States. |

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| SS.3.G.2.3 | Label the states in each of the five regions of the United States. |

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| SS.3.G.2.4 | Describe the physical features of the United States, Canada, Mexico, and the Caribbean. |

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| SS.3.G.2.5 | Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. |

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| SS.3.G.2.6 | Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. |

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| Standard 3: Physical Systems | |
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| SS.3.G.3.1 | Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. |

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| SS.3.G.3.2 | Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. |

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| Standard 4: Human Systems | |
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| SS.3.G.4.1 | Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. |

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| SS.3.G.4.2 | Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. |

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| SS.3.G.4.3 | Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. |

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| SS.3.G.4.4 | Identify contributions from various ethnic groups to the United States. |

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| **Strand: ECONOMICS** |
| Standard 1: Beginning Economics |

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| SS.3.E.1.1 | Give examples of how scarcity results in trade. |

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| SS.3.E.1.2 | List the characteristics of money. |

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| SS.3.E.1.3 | Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. |

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| SS.3.E.1.4 | Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. |

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| **Strand: CIVICS AND GOVERNMENT** |
| Standard 1: Foundations of Government, Law, and the American Political System |

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| SS.3.C.1.1 | Explain the purpose and need for government. |

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| SS.3.C.1.2 | Describe how government gains its power from the people. |

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| SS.3.C.1.3 | Explain how government was established through a written Constitution. |

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| Standard 2: Civic and Political Participation | |
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| SS.3.C.2.1 | Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. |

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| Standard 3: Structure and Functions of Government | |
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| SS.3.C.3.1 | Identify the levels of government (local, state, federal). |

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| SS.3.C.3.2 | Describe how government is organized at the local level. |

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| SS.3.C.3.3 | Recognize that every state has a state constitution. |

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| SS.3.C.3.4 | Recognize that the Constitution of the United States is the supreme law of the land. |

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| Grade: 3 science |

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| **Big Idea 1: The Practice of Science**  **A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.**  **B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."**  **C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.**  **D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** | |
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| SC.3.N.1.1 | Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.  *Cognitive Complexity:* High |

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| SC.3.N.1.2 | Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.  *Cognitive Complexity:* High |

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| SC.3.N.1.3 | Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.   *Cognitive Complexity:* Moderate |

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| SC.3.N.1.4 | Recognize the importance of communication among scientists.  *Cognitive Complexity:* Moderate |

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| SC.3.N.1.5 | Recognize that scientists question, discuss, and check each others' evidence and explanations.  *Cognitive Complexity:* Moderate |

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| SC.3.N.1.6 | Infer based on observation.  *Cognitive Complexity:* High |

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| SC.3.N.1.7 | Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.  *Cognitive Complexity:* High |

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| **Big Idea 10: Forms of Energy**  **A. Energy is involved in all physical processes and is a unifying concept in many areas of science.**  **B. Energy exists in many forms and has the ability to do work or cause a change.** | |
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| SC.3.P.10.1 | Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.  *Cognitive Complexity:* Low |

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| SC.3.P.10.2 | Recognize that energy has the ability to cause motion or create change.  *Cognitive Complexity:* Low |

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| SC.3.P.10.3 | Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.  *Cognitive Complexity:* Moderate |

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| SC.3.P.10.4 | Demonstrate that light can be reflected, refracted, and absorbed.  *Cognitive Complexity:* Moderate |

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| **Big Idea 11: Energy Transfer and Transformations**  **A. Waves involve a transfer of energy without a transfer of matter.**  **B. Water and sound waves transfer energy through a material.**  **C. Light waves can travel through a vacuum and through matter.** | |
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| SC.3.P.11.1 | Investigate, observe, and explain that things that give off light often also give off heat.  *Cognitive Complexity:* High |

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| SC.3.P.11.2 | Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.  *Cognitive Complexity:* High |

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| **Big Idea 14: Organization and Development of Living Organisms**  **A. All plants and animals, including humans, are alike in some ways and different in others.**  **B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.**  **C. Humans can better understand the natural world through careful observation.** | |
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| SC.3.L.14.1 | Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.  *Cognitive Complexity:* Moderate |

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| SC.3.L.14.2 | Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.  *Cognitive Complexity:* High |

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| **Big Idea 15: Diversity and Evolution of Living Organisms**  **A. Earth is home to a great diversity of living things, but changes in the environment can affect their survival.**  **B. Individuals of the same kind often differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.** | |
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| SC.3.L.15.1 | Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.  *Cognitive Complexity:* Moderate |

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| SC.3.L.15.2 | Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.  *Cognitive Complexity:* Moderate |

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| **Big Idea 17: Interdependence**  **A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.**  **B. Both human activities and natural events can have major impacts on the environment.**  **C. Energy flows from the sun through producers to consumers.** | |
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| SC.3.L.17.1 | Describe how animals and plants respond to changing seasons.  *Cognitive Complexity:* Moderate |

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| SC.3.L.17.2 | Recognize that plants use energy from the Sun, air, and water to make their own food.  *Cognitive Complexity:* Low |

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| **Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models**  **The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.** | |
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| SC.3.N.3.1 | Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.  *Cognitive Complexity:* Moderate |

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| SC.3.N.3.2 | Recognize that scientists use models to help understand and explain how things work.  *Cognitive Complexity:* Low |

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| SC.3.N.3.3 | Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.  *Cognitive Complexity:* Moderate |

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| **Big Idea 5: Earth in Space and Time**  **Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.** | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| SC.3.E.5.1 | Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.  *Cognitive Complexity:* High |

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| SC.3.E.5.2 | Identify the Sun as a star that emits energy; some of it in the form of light.  *Cognitive Complexity:* Moderate |

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| SC.3.E.5.3 | Recognize that the Sun appears large and bright because it is the closest star to Earth.  *Cognitive Complexity:* High |

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| SC.3.E.5.4 | Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.  *Cognitive Complexity:* High |

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| SC.3.E.5.5 | Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.  *Cognitive Complexity:* Moderate |

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| **Big Idea 6: Earth Structures**  **Humans continue to explore the composition and structure of the surface of Earth. External sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth’s water and natural resources.** | |
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| SC.3.E.6.1 | Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.  *Cognitive Complexity:* High |

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| **Big Idea 8: Properties of Matter**  **A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.**  **B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.**  **The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.** | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| SC.3.P.8.1 | Measure and compare temperatures of various samples of solids and liquids.  *Cognitive Complexity:* Moderate |

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| SC.3.P.8.2 | Measure and compare the mass and volume of solids and liquids.  *Cognitive Complexity:* Moderate |

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| SC.3.P.8.3 | Compare materials and objects according to properties such as size, shape, color, texture, and hardness.  *Cognitive Complexity:* Moderate |

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| **Big Idea 9: Changes in Matter**  **A. Matter can undergo a variety of changes.**  **B. Matter can be changed physically or chemically.** | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| SC.3.P.9.1 | Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.  *Cognitive Complexity:* Moderate |

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| Grade: 3 Reading/language arts |

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| **Strand: READING PROCESS** |
| Standard 4: Phonics/Word Analysis  The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. |

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| LA.3.1.4.1 | The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words; |

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| LA.3.1.4.2 | The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families; |

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| LA.3.1.4.3 | The student will decode multi-syllabic words in isolation and in context; and |

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| LA.3.1.4.4 | The student will use self-correction when subsequent reading indicates an earlier misreading. |

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| Standard 5: Fluency  The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. | |
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| LA.3.1.5.1 | The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and |

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| LA.3.1.5.2 | The student will adjust reading rate based on purpose, text difficulty, form, and style. |

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| Standard 6: Vocabulary Development  The student uses multiple strategies to develop grade appropriate vocabulary. | |
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| LA.3.1.6.1 | The student will use new vocabulary that is introduced and taught directly; |

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| LA.3.1.6.2 | The student will listen to, read, and discuss familiar and conceptually challenging text; |

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| LA.3.1.6.3 | The student will use context clues to determine meanings of unfamiliar words; |

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| LA.3.1.6.4 | The student will categorize key vocabulary and identify salient features; |

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| LA.3.1.6.5 | The student will relate new vocabulary to familiar words; |

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| LA.3.1.6.6 | The student will identify shades of meaning in related words (e.g., blaring, loud); |

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| LA.3.1.6.7 | The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words; |

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| LA.3.1.6.8 | The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; |

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| LA.3.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context; and |

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| LA.3.1.6.10 | The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. |

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| Standard 7: Reading Comprehension  The student uses a variety of strategies to comprehend grade level text. | |
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| LA.3.1.7.1 | The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; |

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| LA.3.1.7.2 | The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text; |

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| LA.3.1.7.3 | The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; |

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| LA.3.1.7.4 | The student will identify cause-and-effect relationships in text; |

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| LA.3.1.7.5 | The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; |

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| LA.3.1.7.6 | The student will identify themes or topics across a variety of fiction and nonfiction selections; |

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| LA.3.1.7.7 | The student will compare and contrast elements, settings, characters, and problems in two texts; and |

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| LA.3.1.7.8 | The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. |

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| **Strand: LITERARY ANALYSIS** |
| Standard 1: Fiction  The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |

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| LA.3.2.1.1 | The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama); |

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| LA.3.2.1.2 | The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction; |

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| LA.3.2.1.3 | The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language); |

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| LA.3.2.1.4 | The student will identify an authors theme, and use details from the text to explain how the author developed that theme; |

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| LA.3.2.1.5 | The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); |

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| LA.3.2.1.6 | The student will write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution; |

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| LA.3.2.1.7 | The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and |

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| LA.3.2.1.8 | The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge. |

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| Standard 2: Nonfiction  The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. | |
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| LA.3.2.2.1 | The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations); |

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| LA.3.2.2.2 | The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details; |

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| LA.3.2.2.3 | The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing; |

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| LA.3.2.2.4 | The student will identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and |

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| LA.3.2.2.5 | The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge. |

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| **Strand: WRITING PROCESS** |
| Standard 1: Prewriting  The student will use prewriting strategies to generate ideas and formulate a plan. |

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| LA.3.3.1.1 | The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material); |

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| LA.3.3.1.2 | The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and |

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| LA.3.3.1.3 | The student will prewrite by  using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea. |

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| Standard 2: Drafting  The student will write a draft appropriate to the topic, audience, and purpose. | |
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| LA.3.3.2.1 | The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and |

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| LA.3.3.2.2 | The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions. |

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| Standard 3: Revising  The student will revise and refine the draft for clarity and effectiveness. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.3.3.1 | The student will revise by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice; |

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| LA.3.3.3.2 | The student will revise by creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning; |

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| LA.3.3.3.3 | The student will revise by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |

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| LA.3.3.3.4 | The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics). |

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| Standard 4: Editing for Language Conventions  The student will edit and correct the draft for standard language conventions. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.3.4.1 | The student will edit for correct use of spelling, using spelling patterns and generalizations (e.g., word families, diphthongs, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary; |

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| LA.3.3.4.2 | The student will edit for correct use of capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations; |

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| LA.3.3.4.3 | The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives; |

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| LA.3.3.4.4 | The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns; |

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| LA.3.3.4.5 | The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and |

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| LA.3.3.4.6 | The student will edit for correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences. |

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| Standard 5: Publishing  The student will write a final product for the intended audience. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.3.5.1 | The student will prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia); |

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| LA.3.3.5.2 | The student will add graphics where appropriate; and |

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| LA.3.3.5.3 | The student will share the writing with the intended audience. |

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| **Strand: WRITING APPLICATIONS** |
| Standard 1: Creative  The student develops and demonstrates creative writing. |

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| LA.3.4.1.1 | The student will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and |

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| LA.3.4.1.2 | The student will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format. |

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| Standard 2: Informative  The student develops and demonstrates technical writing that provides information related to real-world tasks. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.4.2.1 | The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics); |

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| LA.3.4.2.2 | The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate; |

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| LA.3.4.2.3 | The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information; |

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| LA.3.4.2.4 | The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and |

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| LA.3.4.2.5 | The student will write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map. |

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| Standard 3: Persuasive  The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.4.3.1 | The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. |

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| **Strand: COMMUNICATION** |
| Standard 1: Penmanship  The student engages in the writing process and writes to communicate ideas and experiences. |

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| LA.3.5.1.1 | The student will demonstrate beginning cursive writing skills. |

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| Standard 2: Listening and Speaking  The student effectively applies listening and speaking strategies. | |
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| LA.3.5.2.1 | The student will recall, interpret, and summarize information presented orally; and |

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| LA.3.5.2.2 | The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion. |

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| **Strand: INFORMATION AND MEDIA LITERACY** |
| Standard 1: Informational Text  The student comprehends the wide array of informational text that is part of our day to day experiences. |

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| LA.3.6.1.1 | The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. |

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| Standard 2: Research Process  The student uses a systematic process for the collection, processing, and presentation of information. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.6.2.1 | The student will determine information needed for a search by narrowing or broadening a topic, identify key words; |

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| LA.3.6.2.2 | The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information; |

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| LA.3.6.2.3 | The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and |

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| LA.3.6.2.4 | The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas). |

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| Standard 3: Media Literacy  The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.6.3.1 | The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and |

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| LA.3.6.3.2 | The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production. |

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| Standard 4: Technology  The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| LA.3.6.4.1 | The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and |

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| LA.3.6.4.2 | The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats. |

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| Grade: 3 Physical Education |

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| **Strand: MOVEMENT COMPETENCY** |
| Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics). |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| PE.3.M.1.1 | Apply locomotor skills in a variety of movement settings. |

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| PE.3.M.1.2 | Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height. |

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| PE.3.M.1.3 | Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern. |

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| PE.3.M.1.4 | Strike both moving and stationary objects using a long-handled implement. |

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| PE.3.M.1.5 | Maintain control while dribbling with hands or feet against a defender. |

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| PE.3.M.1.6 | Demonstrate a combination of basic swim skills. |

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| PE.3.M.1.7 | Move in different directions to catch objects of different sizes and weights thrown by a stationary partner. |

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| PE.3.M.1.8 | Throw balls of various sizes and weights to a stationary partner using a correct overhand motion. |

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| PE.3.M.1.9 | Perform a teacher-designed sequence using manipulatives. |

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| PE.3.M.1.10 | Perform one dance accurately and with good technique. |

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| PE.3.M.1.11 | Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions. |

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| PE.3.M.1.12 | Continuously jump a self-turned rope. |

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| **Strand: COGNITIVE ABILITIES** |
| Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities. |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| PE.3.C.1.1 | Identify the importance of purposeful movement and its impact on quality of performance. |

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| PE.3.C.1.2 | Understand the importance of safety rules and procedures in all physical activities. |

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| PE.3.C.1.3 | Understand that technology can be utilized to assess performance. |

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| PE.3.C.1.4 | Identify and explain different items that can be used for assisting in a water related emergency. |

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| PE.3.C.1.5 | Identify the reasons for warm-up and cool-down. |

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| PE.3.C.1.6 | Describe basic offensive and defensive tactics. |

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| PE.3.C.1.7 | Explain how appropriate practice improves performance of movement skills. |

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| PE.3.C.1.8 | Analyze peer performance and provide feedback. |

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| **Strand: LIFETIME FITNESS** |
| Standard 1: Participate regularly in physical activity. |

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| **BENCHMARK CODE** | **BENCHMARK** |

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| PE.3.L.1.1 | Participate in moderate to vigorous physical activity (MVPA) on a daily basis. |

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| PE.3.L.1.2 | Demonstrate involvement in physical activities both during and after the school day. |

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| PE.3.L.1.3 | Identify lifestyle changes that can be made to increase the level of physical activity. |

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| PE.3.L.1.4 | Identify opportunities in the school and community for regular participation in physical activities. |

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| PE.3.L.1.5 | Use an activity log to maintain a personal record of participation in physical activity over a period of time. |

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| PE.3.L.1.6 | Differentiate between the correct and incorrect way to fit a bicycle helmet. |

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| Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| PE.3.L.2.1 | Describe how muscular strength and endurance enhance performance in physical activities. |

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| PE.3.L.2.2 | Match physical fitness assessment events to the associated fitness component. |

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| PE.3.L.2.3 | Describe the relationship between the heart and lungs during physical activity. |

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| PE.3.L.2.4 | Participate in formal and informal physical fitness assessment. |

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| PE.3.L.2.5 | Identify ways that technology can assist in the pursuit of physical fitness. |

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| PE.3.L.2.6 | Identify principles of physical fitness. |

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| PE.3.L.2.7 | Engage in appropriate physical activity that results in the development of cardiorespiratory endurance. |

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| PE.3.L.2.8 | Associate results of fitness testing to personal health status and ability to perform various activities. |

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| PE.3.L.2.9 | Know how to safely stretch major muscle groups. |

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| PE.3.L.2.10 | Identify different somatotypes (endomorph, mesomorph, ectomorph). |

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| PE.3.L.2.11 | Identify individual strengths and weaknesses based upon results of a formal fitness test. |

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| PE.3.L.2.12 | Read food labels for specific nutrition facts. |

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| **Strand: RESPONSIBLE BEHAVIORS AND VALUES** |
| Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings. |

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| PE.3.R.1.1 | Work cooperatively with peers of differing skill levels. |

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| PE.3.R.1.2 | Willingly try new activities. |

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| PE.3.R.1.3 | Take responsibility for his/her own behavior. |

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| PE.3.R.1.4 | Cooperate with all class members by sharing and taking turns. |

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| PE.3.R.1.5 | Show respect for the views of a peer from a different cultural background. |

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| Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| PE.3.R.2.1 | Seek personally challenging physical activity experiences. |

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| PE.3.R.2.2 | Celebrate own accomplishments without gloating. |

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| PE.3.R.2.3 | Choose to participate in group physical activities. |

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| PE.3.R.2.4 | Appreciate the good performance of others. |

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| Grade: 3 HEALTH |

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| **Strand: HEALTH LITERACY: CONCEPTS** |
| Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. |

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| HE.3.C.1.1 | Describe healthy behaviors that affect personal health. |

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| HE.3.C.1.2 | Identify that there are multiple dimensions of health. |

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| HE.3.C.1.3 | Describe ways a safe, healthy classroom can promote personal health. |

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| HE.3.C.1.4 | Describe common childhood health conditions. |

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| HE.3.C.1.5 | Describe why it is important to seek health care. |

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| HE.3.C.1.6 | Recognize that body parts and organs work together to form human body systems. |

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| Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| HE.3.C.2.1 | Explore how different family traditions and customs may influence health behaviors. |

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| HE.3.C.2.2 | Explore how friends' various traditions and customs may influence health behavior. |

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| HE.3.C.2.3 | Explore how the traditions and customs of the school and community influence health behavior of children. |

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| HE.3.C.2.4 | Identify classroom and school rules that promote health and disease prevention. |

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| HE.3.C.2.5 | Discuss the positive and negative impacts media may have on health. |

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| HE.3.C.2.6 | Discuss the positive and negative impacts technology may have on health. |

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| HE.3.C.2.7 | Discuss how the community can influence healthy and unhealthy behaviors. |

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| **Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR** |
| Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health. |

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| HE.3.B.1.1 | Locate resources from home, school, and community that provide valid health information. |

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| HE.3.B.1.2 | Describe how the media influences the selection of health information, products, and services. |

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| HE.3.B.1.3 | Describe criteria for selecting health information, resources, products, and services. |

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| HE.3.B.1.4 | Identify a variety of technologies to gather health information. |

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| Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| HE.3.B.2.1 | Identify effective verbal and nonverbal communication skills to enhance health. |

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| HE.3.B.2.2 | Demonstrate refusal skills that avoid or reduce health risks. |

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| HE.3.B.2.3 | Demonstrate nonviolent strategies to manage or resolve conflict. |

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| HE.3.B.2.4 | Explain ways to ask for assistance to enhance personal health. |

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| Standard 3: Demonstrate the ability to use decision-making skills to enhance health. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| HE.3.B.3.1 | Recognize circumstances that can help or hinder healthy decision making. |

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| HE.3.B.3.2 | Explain when assistance is needed when making a health-related decision. |

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| HE.3.B.3.3 | List healthy options to health-related issues or problems. |

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| HE.3.B.3.4 | Discuss the potential short-term personal impact of each option when making a health-related decision. |

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| HE.3.B.3.5 | Find a healthy option when making a decision for yourself. |

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| HE.3.B.3.6 | Describe the outcomes of a health-related decision. |

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| Standard 4: Demonstrate the ability to use goal-setting skills to enhance health. | |
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| HE.3.B.4.1 | Select a personal health goal and track progress toward achievement. |

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| HE.3.B.4.2 | Examine resources that could assist in achieving a small group personal health goal. |

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| **Strand: HEALTH LITERACY: PROMOTION** |
| Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself. |

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| HE.3.P.1.1 | Practice responsible personal health behaviors. |

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| HE.3.P.1.2 | Investigate a variety of behaviors that avoid or reduce health risks. |

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| Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health. | |
| **BENCHMARK CODE** | **BENCHMARK** |

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| HE.3.P.2.1 | Suggest others make positive health choices. |

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| Grade: 3 MATH |

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| **Domain: OPERATIONS AND ALGEBRAIC THINKING** |
| Cluster 1: Represent and solve problems involving multiplication and division. |

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| **STANDARD CODE** | **STANDARD** |

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| MACC.3.OA.1.1 | Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* |

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| MACC.3.OA.1.2 | Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* |

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| MACC.3.OA.1.3 | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |

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| MACC.3.OA.1.4 | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations* 8 × ? = 48, 5 = [] ÷ 3, 6 × 6 = ?. |

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| Cluster 2: Understand properties of multiplication and the relationship between multiplication and division. | |
| **STANDARD CODE** | **STANDARD** |

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| MACC.3.OA.2.5 | Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* |

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| MACC.3.OA.2.6 | Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* |

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| Cluster 3: Multiply and divide within 100. | |
| **STANDARD CODE** | **STANDARD** |

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| MACC.3.OA.3.7 | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. |

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| Cluster 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic. | |
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| MACC.3.OA.4.8 | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |

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| MACC.3.OA.4.9 | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* |

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| **Domain: NUMBER AND OPERATIONS IN BASE TEN** |
| Cluster 1: Use place value understanding and properties of operations to perform multi-digit arithmetic. |

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| MACC.3.NBT.1.1 | Use place value understanding to round whole numbers to the nearest 10 or 100. |

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| MACC.3.NBT.1.2 | Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |

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| MACC.3.NBT.1.3 | Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. |

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| **Domain: NUMBER AND OPERATIONS - FRACTIONS** |
| Cluster 1: Develop understanding of fractions as numbers. |

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| MACC.3.NF.1.1 | Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. |

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| MACC.3.NF.1.2 | Understand a fraction as a number on the number line; represent fractions on a number line diagram.   1. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. 2. Represent a fraction *a/b* on a number line diagram by marking off *a* lengths *1/b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line. |

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| MACC.3.NF.1.3 | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.   1. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 2. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. 3. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* 4. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. |

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| **Domain: MEASUREMENT AND DATA** |
| Cluster 1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. |

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| MACC.3.MD.1.1 | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. |

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| MACC.3.MD.1.2 | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. |

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| Cluster 2: Represent and interpret data. | |
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| MACC.3.MD.2.3 | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* |

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| MACC.3.MD.2.4 | Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. |

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| Cluster 3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. | |
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| MACC.3.MD.3.5 | Recognize area as an attribute of plane figures and understand concepts of area measurement.   1. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. 2. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. |

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| MACC.3.MD.3.6 | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |

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| MACC.3.MD.3.7 | Relate area to the operations of multiplication and addition.   1. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. 2. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. 3. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. 4. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |

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| Cluster 4: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | |
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| MACC.3.MD.4.8 | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |

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| **Domain: GEOMETRY** |
| Cluster 1: Reason with shapes and their attributes. |

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| MACC.3.G.1.1 | Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |

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| MACC.3.G.1.2 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* |